Kentucky Technology Impact Review Instrument

Version 4.3

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We believe ALL students can learn at high levels given proper support; the effective use of technology improves teaching; and good teaching improves student learning.

Special Thanks to the Following:

Sam Butler, Ashland Independent Schools; Elizabeth Byrom, SEIR-TEC at SERVE; Emilia Simoes-McArtor, Ashland Independent Schools; Cary Williams, Ashland Independent Schools; Vicki Fields, Kenton County Schools; all those who volunteered to review this document and assist in the revisions; those individuals who assisted in testing the instrument in other districts and all those districts who opened their schools and allowed this instrument to be piloted.

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Introduction

The Kentucky Technology Impact Review Instrument was designed for use at the school or district level. The purposes of the instrument include: a) local schools may use it to guide their consolidated planning; b) to assist schools in determining where they need to focus their efforts for improvement; c) to identify schools and districts who show strength in a particular domain so others may learn from their success; d) as follow up to a scholastic review which identifies technology as a need or a recommendation of the scholastic review/audit process. Further, its intent is to assist schools in making programming decisions for technology programs and student learning. It is our belief that the tool should be used in a team approach with stakeholder input and participation from leadership, teachers, students, parents, community, businesses and higher education.

The document was designed to follow the same format as the Standards and Indicators for School Improvement tool, which is a part of the Scholastic Audit/Review Process. You will notice the technology evaluation tool is divided into seven domains.

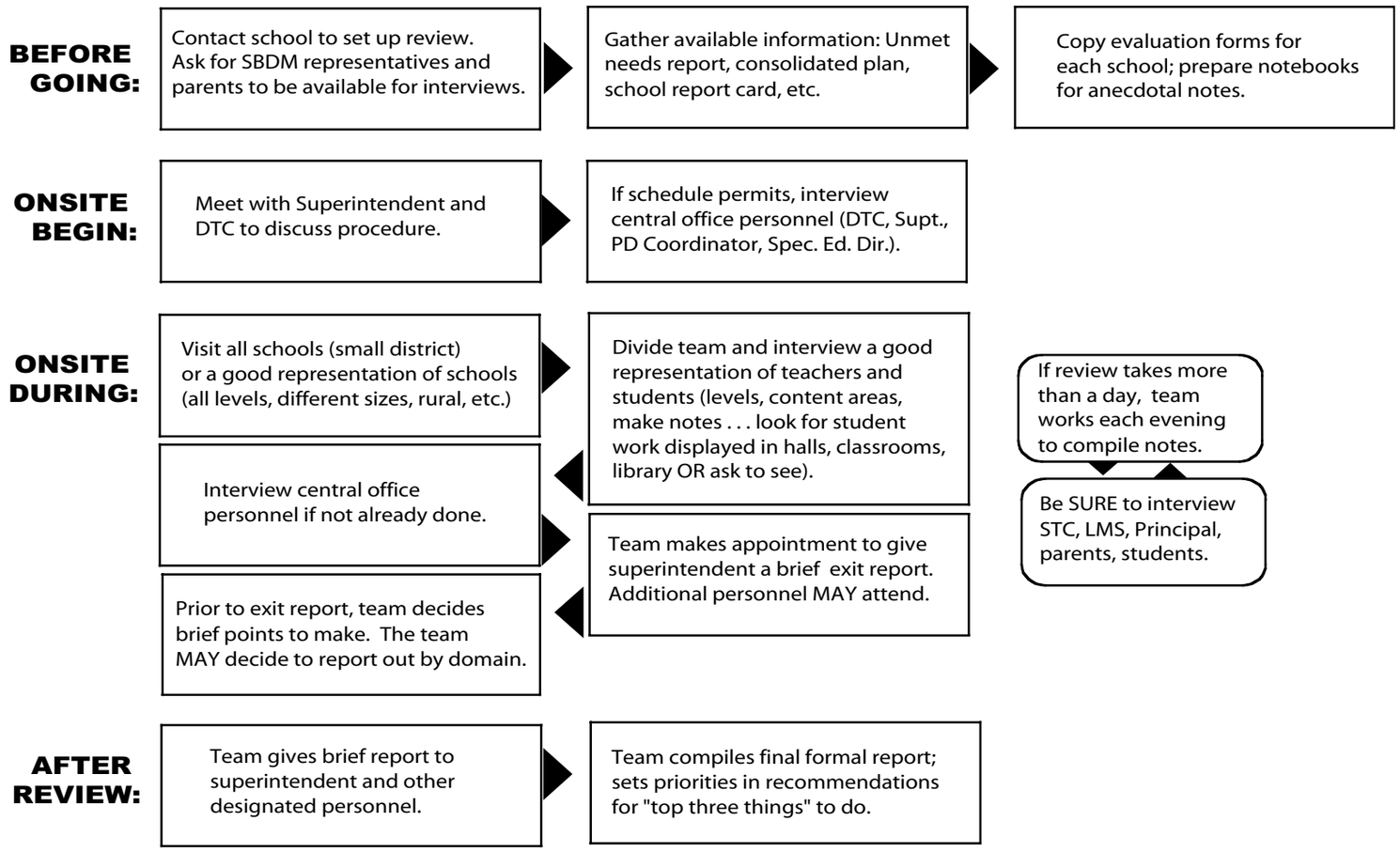
The domains are as follows:

- ☆ ***Teaching and Learning***
- ☆ ***Students***
- ☆ ***Leadership***
- ☆ ***Professional Development and Professional Competence***
- ☆ ***School, Families, Higher Education and Community Partnership Programs***
- ☆ ***Technical Capacity and Assistance***
- ☆ ***Evaluation of Programs***

Each domain includes a brief description, guiding questions and sources of evidence that will assist the school or district team as they evaluate their school or district.
For the overall rating use the following key:

4 = Exemplary level of development and implementation;
3 = Fully functioning and operational level of development and implementation;
2 = Limited development or partial implementation; and
1 = Little or no development and implementation

The Impact Review Process



Domain 1: Teaching and Learning

The Teaching and Learning Domain addresses the district and school visions and planning necessary for technology to effectively support student learning activities. Collaboration among teachers and sharing of resources among classrooms is essential. Addressing individual student learning styles and needs in addition to various instructional strategies are necessary to successfully address student needs. Student mastery of learning using a variety of assessment strategies reflects the successful implementation of this domain.

This domain supports Standards 1, 2, 3, 4, 5, 6, and 8 of the Standards and Indicators for School Improvement.

Sources of Evidence

Consolidated Plan
Growth Plans
Interviews
School Report Card
Student work
Professional Development Program offerings
Teacher observations
Classroom website
Software that allows tracking student progress and bookmarks
KETS Coordinator/ KRE email, site visits, meetings
Software available that supports learning styles, multiple intelligences, brain research
Electronic storage options
Distance learning opportunities
Organization of the classroom
Lesson plans
CATS and other assessments
Multimedia projects
Student presentations
Dial-in access/webmail access

Guiding Questions:

How do you feel technology can help improve student learning? Do you belong to a listserv? How do you use email? How is software chosen? How often do you use technology in teaching? How do you assess student work? How has professional development changed your teaching?

Indicator	Domain 1 Teaching and Learning 4	3	2	1	Comments
1.1 Teachers and administrators believe that technology can help transform teaching to improve student achievement. ***Overall Rating*** ***4 3 2 1*** *Supports 5.1c, 6.1d of the Standards and Indicators for School Improvement*	1.1.1 Evidence shows teaching has been transformed due to a technology-rich environment	Teachers regularly use technology in teaching	Teachers occasionally use technology in teaching	Little or no evidence that teachers are using technology in teaching	
	1.1.2 Teachers consistently participate in additional professional development to improve their authentic technology integration in teaching strategies	Most teachers participate in additional professional development to learn technology that supports the teaching of content	Some teachers participate in additional professional development to learn technology that supports the teaching of content	Very few teachers participate in additional professional development to learn technology that supports the teaching of content	
	1.1.3 Teachers participate in additional professional development to learn and use instructional strategies that include technology that address the needs of diverse learners (multiple intelligences, brain research based programs, project based learning)	Most teachers participate in professional development to learn instructional strategies that include technology that address the needs of diverse learners (multiple intelligences, brain research based programs, project based learning)	Some teachers choose professional development independent of leadership that address instructional strategies for needs of diverse learners	Teachers have little or no input in professional development choices	
1.2 Technology is used to collaborate with colleagues, design class projects, network, brainstorm, share resources and plan to strengthen content instruction. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1b, 3.1d, 4.1j, 5.1d, 8.1e, and 8.2a of the Standards and Indicators for School Improvement*	1.2.1 Teachers create a website for the purpose of sharing instructional strategies and resources	Most teachers consistently share web-based resources and other instructional activities	Some teachers share electronic resources with other staff members	Little or no evidence of sharing electronic resources among teaching staff	
	1.2.2 Teachers use and post exemplary projects and instructional ideas to listservs, other web resources, and other distance learning tools (KTLN, KVHS, video over Internet, etc.)	Teachers use email, listservs, and web resources to collaborate and design class projects	Teachers use email and web resources to collaborate with other staff	Teachers use email to collaborate with staff	

Indicator	Domain 1 Teaching and Learning 4	3	2	1	Comments
1.3 Teachers select and use appropriate resources (via journals, conferences, software evaluation sites, etc.) to personalize student learning, address various learning styles, diverse learners, modify the pace and provide data of student learning. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1a, 2.b, 2.1e, 3.1a, 3.1c, 3.1g, 4.1e, and 4.1k of the Standards and Indicators for School Improvement*	1.3.1 Teachers participate in a variety of school/district activities to select research-based software that addresses specific student needs based on student assessment data/learning styles	Committee(s) of teachers select(s) software for student use that supports the school's consolidated plan	A team of teachers selects software for student use following policy/procedures	Policies/procedures have not been established for software selection or a selection process is not being followed	
	1.3.3 Teachers and students collaborate to develop a variety of assessment tools for evaluation (presentations, web page, projects, WebQuest, etc.)	Teachers consistently evaluate student learning using a variety of assessment tools	Teachers occasionally evaluate student learning using assessment tools other than pen and paper tests	Teachers seldom evaluate student learning using assessment tools other than pen and paper tests	
1.4 The learning environment is conducive to collaboration, experimentation, innovation, and student-centered activities. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1e, 3.1a, 3.1c, 4.1j, 5.1b, 5.1d, 8.1a, 8.1b, and 8.2a of the Standards and Indicators for School Improvement*	1.4.1 Teachers and students have access to district-provided electronic tools and resources at home (dial-in access, home licenses, etc.)	Most teachers and students have access to electronic tools and resources when and where needed at school	Some teachers have access to district-provided electronic tools and resources when and where needed	Little or no evidence of access to electronic tools and resources outside of the classroom	
	1.4.2 Teachers have access and save data on the instructional server from home	Teachers have access and save data on the instructional server at school	Teachers have access to save data on the instructional server at school	Teachers have little or no access to save data on the instructional server	
	1.4.3 All teachers install licensed software, drivers, and plug ins as needed for instruction	Most teachers install licensed software, drivers, and plug ins as needed for instruction	Designated school staff install licensed software, drivers and plug ins	Designated district level staff install licensed software, drivers and plug ins	
	1.4.4 Teachers have access to save data on a web server in support of instruction and communications with parents/community	School level designated staff regularly posts teacher created web pages.	District level designated staff regularly posts teacher created web pages.	Little or no access for teacher created classroom web pages to be posted.	
	1.4.5 Exemplary use of online opportunities used by students in classes as evidenced by projects completed and published	Online opportunities are used by students in some classes as evidenced by course work and projects completed and published	Online opportunities are sometimes evidenced by course work and projects	Online opportunities are seldom evidenced by course work and projects	

Indicator	Domain 1 Teaching and Learning 4	3	2	1	Comments
1.5 Technology activities are included in unit designs, student mastery of content and authentic assessments to help all students reach proficiency. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1g, 2.1b, 2.1e, 3.1d, 5.1b and 5.1d of the Standards and Indicators for School Improvement*	1.5.1 Teacher-designed units include online and electronic resources in both instruction and assessment and also provide mentoring and peer discussion in specific topics	Teacher-designed units include online and other electronic resources in both instruction and assessment activities	Teacher -designed units include electronic resources in both instruction and assessment activities	Teacher-designed units lack evidence of electronic resources	
	1.5.2 Teacher-designed units provide students the opportunity to publish research, data collection and analysis of data so others may share and discuss findings	Teacher-designed units provide students with opportunities for research, data collection, analysis and synthesis of information	Teacher-designed units provide students with data for analysis and statements of conclusions	Teacher-designed units lack activities for students to research, collect data, and do analysis	
1.6 Teachers use effective and varied instructional strategies that reflect the use of technology. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1a, 2.1b, 2.1e, 3.1a, 3.1c, 8.1d, and 8.1e of the Standards and Indicators for School Improvement*	1.6.1Student-initiated learning activities using a variety of technology tools	Student-centered interactive activities using a variety of technology tools and resources	Teacher-centered delivery is the primary mode of instruction using technology-enhanced activities with a one computer model	Traditional teaching strategies (lecture, overhead transparencies, TV, VCR, textbook, etc.)	
	1.6.2 Teachers design learning activities that rotate students through individual, small group, large group activities using different technology tools to complete tasks and projects	Teachers effectively use technology during class time as reflected in the school/district consolidated plan	Teachers primarily use technology in a lab environment guided by the lab teacher/instructional assistant	Teachers seldom use technology tools in the classroom or lab	
	1.6.3 The teacher consistently requires students to employ technology tools in project based learning activities connecting all content areas into real world applications	Student work frequently reflects the use of project based learning and discovery methods of instruction that relate to real world applications	Student work reflects some form of project based learning each grading period	Student work seldom reflects project based learning activities	
1.7 Teachers use multiple means of assessing student progress. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1a, 2.1b, 2.1e, and 5.1c of the Standards and Indicators for School Improvement*	1.7.1 Teachers and students collaborate to develop criteria for assessment (criteria and format of technology use)	Teachers design student assessment activities which use technology tools (WebQuest, web pages, multimedia presentations, etc.) on a regular basis	Teachers design student assessment activities which use technology tools (WebQuest, web pages, multimedia presentations, etc.) occasionally	Little or no evidence of teacher designed assessment activities which use technology tools (WebQuest, web pages, multimedia presentations, etc.)	

Domain 2: Students

Students are asked to use technology resources and equipment in an ethical and responsible way when accessing files, Internet, and other resources. Students are also using technology resources to research, write, and edit documents and to make presentations that reflect student learning in all content areas. Students are engaged in activities that reflect the National Education Technology Standards for Students while showing proficiency in the use of the tools.

This domain supports Standards 1, 2, 3, 4, 5, 8, and 9 of the Standards and Indicators for School Improvement.

Sources of Evidence

Proxy logs
Signed acceptable use policy
Interviews
School Report Card
Student work
Classroom observations
Lesson Plans
Student surveys
Electronic communications
Project based/problem solving projects
Student email or classroom email use
Technology use in the writing portfolio process
STLP showcase
Research based products
Individual Graduation Plan
Career inventories
Surveys
Interviews
Student presentations

Guiding Questions:

How are your students using email? Are students using computers to do research in the library media center? If we removed all of the technology tomorrow what would you miss the most? How do your students see you using technology on a regular basis? What type of access do students have to the Internet and/or Web resources for learning? What software packages are students using for learning? Describe or show me some computer generated student projects. Tell me about your STLP program and how it supports you in the classroom. Tell me about the ISTE standards for students. How is your school preparing students for the workforce and life long learning? Explain how your student population is represented in STLP.

Indicator	Domain 2: Students 4	3	2	1	Comments
2.1 Students demonstrate understanding and practice of the acceptable use policy, copyright issues and other ethical issues regarding technology. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1a and 4.1c of the Standards and Indicators for School Improvement*	2.1.1 Students have input on the AUP yearly review and update. Documentation reflects all students abide by its policies and guidelines	Students are aware of AUP, signed documentation in place and records reflecting successful implementation and incorporated into the disciplines codes	Students are aware of AUP but do not follow it	Students are unaware of AUP	
	2.1.2 Exemplary ethical use of student email	Consistent ethical use of student email	Limited use of email for students	No use of email for students	
	2.1.3 Consistency, correct formatting, and accuracy in citing sources are present in bibliographies and webliographies	Consistency and accuracy in citing sources are present in bibliographies and webliographies	Some citing of sources present in bibliographies and webliographies	No citing of sources	
	2.1.4 Opportunities exist for all students to receive training on posting materials to the web server	Properly trained students have rights to post to web server and follow AUP when posting materials	Select students have rights to post to the web server	Students have no right to post to the web server	
2.2 Students use technology daily as a tool or resource for learning and skill building. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1e and 5.1b of the Standards and Indicators for School Improvement*	2.2.1 Students use technology resources that are content specific multiple times throughout the day	Students use technology resources daily that are content specific	Students use technology resources that are content specific two to three times a week	Student use of technology resources that are content specific is limited	
	2.2.2 Student work reflects the use of technology resources to support learning to acquire 21st Century skills	Student work reflects the use of technology resources to support the learning within the Program of Studies	Student work reflects some use of technology resources	Student work seldom reflects the use of technology resources	
2.3 Students use technology to gather, sort, interpret and analyze data to solve real world problems. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1e and 5.1b of the Standards and Indicators of School Improvement*	2.3.1 Exemplary project based activities use technology resources to solve real world problems	Project based activities use technology resources to solve real world problems	Project based activities sometimes use technology resources to solve real world problems	No evidence of project based activities using technology	
	2.3.2 Students engage in multiple activities that electronically gather, sort, interpret and analyze information	Students engage in activities that electronically gather, sort, interpret and analyze information	Students engage in activities that electronically gathers and sorts information	Students engage in activities that electronically gathers information	

Indicator	Domain 2: Students 4	3	2	1	Comments
2.4 Students use technology resources to submit and revise student work and collaborate with teachers and peers for educational purposes. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1b, 3.1e, 3.1h, 5.1b, and 5.1d of the Standards and Indicators for School Improvement*	2.4.1 Students use email to send class assignments to teachers, or peers for peer revisions, questions to outside experts, scientists, authors, politicians, etc.	Students use email to send class assignments to teachers, questions to outside experts, scientists, authors, politicians, etc.	Students use classroom email accounts for class assignments, outside experts, scientists, authors, politicians, etc.	No student email access or accounts set up but not functional	
	2.4.2 Students regularly communicate and collaborate electronically with teacher and/or peers	Students are encouraged to communicate and collaborate electronically with teacher and/or peers	Students seldom collaborate electronically with teacher and/or peers	Students are not allowed to send class assignments electronically	
2.5 Students engage in learning activities that reflect the National Education Technology Standards for Students while demonstrating age appropriate proficiency in the use of technology tools. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1a, 1.1g, 2.1c, 4,1j, 5.1b, 8.1b and 9.3a of the Standards and Indicators for School Improvement*	2.5.1 All students, who wish, actively participate in STLP activities	Most students actively participate in STLP activities	Some students actively participate in STLP activities	Few or no students actively participate in STLP activities	
	2.5.2 Students demonstrate the selection and use of productivity tools on a regular basis in support of the academic expectations of each class as evidenced by classroom assignments	Most students demonstrate the selection and use of productivity tools on a regular basis in support of the academic expectations of each class as evidenced by classroom assignments	Some students demonstrate the selection and use of productivity tools on a regular basis in support of the academic expectations of each class as evidenced by classroom assignments	Few students demonstrate the selection and use of productivity tools on a regular basis in support of the academic expectations of each class as evidenced by classroom assignments	
	2.5.3 All students are provided opportunities to participate in state or national activities that showcase technology use in support of learning	Several students participate in local, regional and state activities that showcase technology use in support of learning	A few students participate in local, regional and state activities that showcase technology use in support of learning	Students seldom participate in local or regional activities that showcase technology use in support of learning	

Indicator	Domain 2: Students 4	3	2	1	Comments
2.6 Schools are preparing students to enter the workforce equipped with the skills necessary for lifelong learning. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1e of the Standards and Indicators for School Improvement*	2.6.1 All students demonstrate technology skills necessary to gain employment or transition into higher education	Most students demonstrate technology skills necessary to gain employment or transition into higher education	Some students demonstrate technology skills necessary to gain employment or transition into higher education	Most students lack technology skills necessary to gain employment or transition into higher education.	
	2.6.2 All students understand the need to use technology in daily tasks and can translate its uses to the world of work	Most students understand the need to use technology in daily tasks and can translate its uses to the world of work	Some students understand the need to use technology in daily tasks or can translate its uses to the world of work	Few students understand the need to use technology in daily tasks or can translate its uses to the world of work	
2.7 Student Technology Leadership Programs Coordinator encourages any student to participate in STLP regardless of race, gender or socio-economic background. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1f, 4.1k, 5.1a, 5.1b, 5.1d, 8.1b and 8.1d of the Standards and Indicators for School Improvement*	2.7.1 STLP Coordinator and student members recruit a diverse population for STLP membership	STLP Coordinator ensures an inclusive membership policy for all students in STLP	STLP shows little or no diversity or focuses on high achieving students	Little or no diverse student population participation in STLP	
	2.7.2 STLP Coordinator seeks creative scheduling to provide opportunities for all students to participate in STLP	STLP Coordinator develops a schedule of activities enabling all students to participate	STLP Coordinator conducts STLP meetings at a time which limits student participation	No state recognized STLP	

Domain 3: Leadership

Leadership at both district and school levels work to provide funding, vision, inclusion of councils, committees, and community, and ensures ALL students have equal access to technology resources in ALL content areas.

This domain supports Standards 2, 3, 4, 5, 6, 7, 8 and 9 of the Standards and Indicators for School Improvement.

Sources of Evidence

Consolidated plan
School Report Card
Leadership hours indicative of technology training
SBDM and council meeting minutes
Technology tool use to effectively manage time

Active participation in professional development with teachers
Sample documents prepared by leadership
CATS and CTBS data analysis
Needs assessment for consolidated plan
STI Principal's Module

Evaluation plan
Surveys
Observations
Interviews
Profiler survey data analysis
Surveys

Guiding Questions:

What percentage of your budget is set aside for technology? Does your council have policies and procedures regarding PD, funding, placement, and instructional use of technology tools? How does your consolidated plan address technology needs (e.g. hardware, software, access and professional development)? How does leadership support teacher/student use of technology (e.g. budget, requests for software, personnel, peripherals, etc.)? How do you know if students/parents have computers, email and Internet access at home? Describe the support staff you have in place to support technology use? How do you and your staff use technology to communicate, collaborate and design instruction? How do you select and purchase software? How do you evaluate effective uses of technology by the teacher? Describe activities that you have attended that help you use technology as a time saver and an instructional tool. How do you determine the training needed by your teachers in the use of technology? Do you review student work? Does your school use a website to market positive events? How do you ensure access to technology tools for students and/or staff members who need special assistance or learn differently? How do you support STLP in your building?

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.1 District technology committee and district leaders share and promote the KETS vision, communicating successes and funding needs to sustain and improve the program. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1b, 4.1d, 4.1h, 4.1i, 4.1j, 5.1a, 7.1a, 7.1e, 7.1g, 7.1h, 8.1a, 8.1d, 8.2a, 8.2b, 8.2c, 8.2d, 9.2a, 9.2b and 9.5b*	3.1.1 Leadership allocates resources equitably (fiscal, human, physical, and time) to support hardware, software, instructional and networking capacities. Leadership seeks grants and other funding sources above and beyond the KETS offer of assistance	Leadership allocates resources equitably (fiscal, human, physical, time) to support hardware, software, instructional and networking capacities	Leadership allocates limited resources equitably (fiscal, human, physical, time) to support hardware, software, instructional and networking capacities	Leadership allocates minimal resources equitably (fiscal, human, physical, time) to support hardware, software, and networking capacities	
	3.1.2 Seek innovative solutions for replacement and/or upgrades for hardware, software, and networking capacities (business and community partnerships, grant applications, etc.)	A procedure is in place and being followed for replacement and/or updates for hardware, software, and networking capacities	A procedure is in place for replacement and/or updates for hardware, software, and networking capacities	No procedure is in place for replacement and/or updates for hardware, software, and networking capacities	
	3.1.3 Leaders pursue opportunities for teachers and students to share the successes of the technology program with local, regional, state and national audiences	Successes are communicated using all media (electronic, print, web-based, etc.) with community, business and parents	Successes are communicated to district personnel	Successes are not shared	
	3.1.4 Leadership is making plans for future sustainability of technology programs using local funds and other funding sources	Leadership is implementing current phase of EdTech spending	District has matched all KETS offers of assistance and implementation is being completed	District struggles to meet match for KETS offer of assistance	
	3.1.5 Leadership gains input from all stakeholders for the long range planning to address technology support and replacement needs	Leadership works with long range planning committee to address technology support and replacement needs	Leadership working with KDE and district team in meeting needs of technology	Minimal evidence of leadership working with KDE and district team in meeting needs of technology	
	3.1.6 Leaders ensure representation from parents, community and business partners in addressing technology needs within the consolidated plan	Leaders work with Consolidated Planning committees to ensure technology needs are addressed	School level technology committee is working with Consolidated Planning to ensure funding and PD for technology and its uses.	Technology leadership is absent from the work on Consolidated Planning	

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.2 Leaders share the vision for the role technology plays in transforming teaching and learning. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1e, 4.1d, 5.1a, 6.1a, 6.1b, 6.1c, 6.1e, 6.2b, 6.2d, 6.2e, 7.1a, 7.1f, 7.1g, 7.1k, 8.1a, 8.2a, 8.2b, 8.2c, 8.2d*	3.2.1 Leaders and staff members are required to communicate electronically on a regular basis	Leaders communicate electronically with staff, colleagues, committees, etc. regularly	Leaders open, read and print electronic communications but ask the secretary to reply electronically	Leaders use little if any electronic mail, word processing, or student management data	
	3.2.2 Leaders require staff members to use electronic messages for communication rather than printed materials	All leaders articulate expectations and set the example for use of electronic messages rather than printed materials	Most leaders set the example for use of electronic messages rather than printed materials	Most leaders do not set the example for use of electronic messages rather than printed materials	
	3.2.3 Leaders seek additional professional development opportunities that involve the use of technology in support of teaching and learning over and above the required minimum	40 - 50% of leadership hours have included professional development that involved the use of technology in support of teaching and learning	25% - 40% of leadership hours have included professional development that involved the use of technology in support of teaching and learning	10% or less of leadership hours have included professional development that involved the use of technology in support of teaching and learning	
	3.2.4 Staff articulates what students can do when given opportunities to use technology tools to complete tasks, make presentations and manipulate data	Leaders regularly engage staff in conversation about technology uses essential for students in transition to adult life	Leaders occasionally engage staff in conversations concerning technology uses in support of teaching and learning.	Leaders seldom engage staff in conversations concerning technology uses	
	3.2.5 Leaders provide opportunities for teachers to visit or observe schools where technology is being used effectively and provide the support to implement ideas in their classroom	Leaders frequently visit or observe schools where technology is being used effectively	Leaders occasionally visit or observe schools where technology is being used effectively	Leaders look within their district for examples of effective uses of technology	
	3.2.6 Leaders and SBDM procure, deploy and monitor the effective instructional use of technology resources	Leaders and SBDM are routinely involved in the procurement and deployment of technology resources	Leaders and SBDM are sometimes involved in the procurement and deployment of technology resources	Leaders and SBDM are seldom involved in the procurement and deployment of technology resources	

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.3 The school based decision making council and district have an intentional focus or policy for the deployment and implementation of technology. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1c, 3.1e, 4.1b, 5.1b, 7.1g, 7.1i, 7.1j, 8.1a, 8.1b, 8.2a, 8.2b, 8.2c, and 9.1a of the Standards and Indicators for School Improvement*	3.3.1 SBDM committee (representing teachers, parents, council, and community members) develops policies and procedures for the location of technology resources, for guidelines in instructional expectations, and assurances of access for ALL students	Through leadership guidance, SBDM policies address location, expectations, and instructional use of technology tools	A group of teachers representing the area of technology determine the location of technology tools	District leadership determines the location of technology tools within the school	
3.4 Leaders empower the school based technology committee with shared decision making. ***Overall Rating*** ***4 3 2 1*** *Supports 7.1g, 7.1i, 7.1j of the Standards and Indicators for School Improvement*	3.4.1 School technology coordinator and/or representative of technology committee and district leaders meet with SBDM councils to update and report progress of technology implementation	School technology coordinator and/or representative of technology committee meets regularly with district leaders	School technology coordinator or representative of committee meets occasionally with district leaders	There is no school technology committee or it seldom meets with district leaders	
	3.4.2 SBDM council member serves on the school technology committee	SBDM meeting minutes reflect regular reports from school technology committee concerning progress updates	SBDM meeting minutes reflect yearly reports from school technology committee concerning progress updates	SBDM meeting minutes reflect reports from school technology committee concerning progress updates are seldom given	

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.5 Leaders model the appropriate use of technology. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1g, 4.1i, 5.1a, 5.1e, 6.2e, 7.1b, 7.1d, 7.1k, 9.2a, and 9.2b of the Standards and Indicators for School Improvement*	3.5.1 Leaders always use electronic communication and maximize productivity tools (charting, graphing, mail merge, data manipulation, sorting information, calendar, personal distribution lists, etc.)	Leaders generally use electronic communication and maximize productivity tools (charting, graphing, mail merge, data manipulation, sorting information, calendar, personal distribution lists, etc.)	Some leaders use electronic communication and productivity tools (spreadsheets, word processing, databases, folders, calendar, personal distribution lists, etc.)	Leaders delegate tasks instead of using electronic communication and productivity tools (spreadsheets, word processing, databases, folders, calendar, personal distribution lists, etc.)	
	3.5.2 Leaders require all staff members to use advanced features of the phone system	Leaders require the use of the phone system to deliver messages and communicate in an efficient, timely manner with parents and appropriate office personnel	Leaders encourage the use of the phone system to deliver messages and communicate in an efficient, timely manner	Leaders occasionally use the phone system to deliver messages and communicate in an efficient, timely manner	
	3.5.3 Leaders seek additional uses of student management system to maximize use of time and information	Leaders use student management system to disaggregate data and guide decision making	Leaders receive electronic reports and summaries from others about student data	Leaders receive printed reports and summaries from others about student data	
	3.5.4 Leaders organize web resources from research and share with staff	Leaders use web resources for research, information gathering and school improvement	Leaders visit web sites that have been electronically sent	Leaders seldom visit websites to gather information	
3.6 Leaders maximize the use of administrative software. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1d, 2.1h, 4.1a, 4.1c, 4.1g, 5.1c, 5.1e, 6.1f, 6.2e, 7.1b, 7.1d, 7.1g, 7.1k, 8.2b, 9.2a, 9.2b, and 9.3b of the Standards and Indicators for School Improvement*	3.6.1 Leaders seek additional professional development opportunities to maximize the use of MUNIS	Leaders approve purchase requests via MUNIS	Leaders designate others to track MUNIS spending	Leaders have a bookkeeper using a ledger to track MUNIS spending	
	3.6.2 Leaders electronically monitor and review budgets related to spending for all programs to make decisions	Leaders electronically monitor and review budgets related to spending for all programs on a regular basis	Occasionally, leaders electronically monitor and review budgets related to spending for all programs	Leaders monitor and review budgets only on paper related to spending for all programs	
	3.6.3 Leaders consistently review student data relating to attendance, discipline, school health records, student work, academic performances, diverse populations, etc. to make decisions and plan for improvement	Leaders regularly review student data relating to attendance, discipline, school health records, academic performances, etc.	Leaders sometimes review student data relating to attendance, discipline, school health records, academic performances, etc.	Leaders review student data relating to attendance and discipline.	

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.7 Leaders use analysis of data and needs assessment to strengthen the implementation of technology within instructional programs. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1d, 3.1d, 3.1e, 3.1f, 4.1b, 5.1a, 5.1b, 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.2c, 6.2d, 6.2e, 6.2f, 7.1b, 7.1d, 7.1g, 7.1h, 7.1k, 8.1a, 8.1b, 8.2a, 8.2b, 8.2c, 9.2a, 9.2b, 9.3b, 9.4a, 9.5a, 9.5c, 9.6b, and 9.6c of the Standards and Indicators for School Improvement*	3.7.1 Leaders use technology tools to disaggregate assessment data, view trends and make predictions over multiple bienniums	Leaders use technology tools to disaggregate assessment data, view trends and make decisions for improvement	Leaders designate school or district level staff to analyze student assessment data	Leaders use data sent from KDE to examine student assessment data	
	3.7.2 Leaders ensure a process is in place to evaluate software and analyze the impact on student learning	Leaders ensure a process is in place to evaluate software and is followed consistently	Leaders approve and review software purchases	Leaders allow teachers to randomly purchase software or no software is purchased	
	3.7.3 Leaders strive to ensure equitable access for all students to current and emerging technology tools	Student access to technology tools is provided to ensure equity for all students	Leaders occasionally provide access to technology to ensure equity for all students	Leaders seldom provide access to technology to ensure equity for all students	
	3.7.4 Leaders require teachers to do a self-assessment and regularly discuss/reflect with a team or with leadership on progress being made and next steps through the Professional Growth Plan	Leaders assess teacher progress using the technology standard in the evaluation instrument to promote professional growth and the transformation of teaching	Leaders assess teacher progress in the uses of technology through lesson plans and occasional observations	Leaders rarely assess teacher progress in the uses of technology	
	3.7.5 A team (teachers, leaders, council, and parents) reviews the Consolidated Plan for areas of technology needs, assists in arranging PD, and monitors the progress being made by different content areas	Technology needs assessment (hardware, software, networking, professional development, peripherals) is included in the consolidated planning process from each content area	Technology needs assessment (hardware, networking, professional development, peripherals) is included from the technology committee	There is little or no evidence of technology needs assessment by the leaders or technology committee	

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.8 Leaders provide the appropriate resources to support best practices in technology embedded instruction and assessment. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1d, 3.1d, 3.1e, 3.1f, 4.1b, 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.2a, 6.2c, 6.2d, 6.2f, 7.1b, 7.1f, 7.1k, 8.1a, 8.1c, 8.1e, 8.1f, 8.2a, 8.2b, 8.2d, 9.3b, 9.4a, and 9.4b of the Standards and Indicators for School Improvement*	3.8.1 District and school level leadership collaborate to explore different uses of funding or to provide school-level personnel to assist teachers in learning and using technology tools	District level leadership allocates funding for district technology resource personnel per school to work full time with teachers in the uses of technology in instruction (using several different funding sources)	Leadership allocates funding for district technology resource personnel (hires one person to work with multiple schools) to work full time with teachers in the uses of technology in instruction (using several different funding sources)	Leadership does not feel there is funding available to hire technology resource teachers for either schools or district	
	3.8.2 District and school level leadership collaborate to explore various funding sources to provide sustainability of a technology resource teacher to assist teachers in learning and use technology tools	Leadership works with council and teaching staff to free one person as technology resource teacher in that school to work with faculty in the use of technology tools	Leadership works with council and teaching staff to free one person for one hour to half-day released time to work with faculty in the use of technology tools	Leadership and faculty have not worked to release any personnel for any length of time to work with faculty in the use of technology tools	
	3.8.3 Technology personnel have a clear idea about how to proceed to accomplish infusion of technology and they strive to accomplish this goal	Technology personnel have a clear idea about how to proceed to accomplish infusion of technology in the curriculum	Technology personnel have some idea about how to proceed to accomplish infusion of technology in the curriculum	Technology personnel have little or no idea about how to proceed to accomplish infusion of technology into the curriculum	
	3.8.4 The instructional leadership team (curriculum, assessment, technology) and content teachers work to establish comprehensive professional development modules that address best practices for those areas where student scores in assessment are below acceptable levels. Leadership ensures staff members have electronic resources available (Kentucky's curriculum documents) to address best practices.	The instructional coordinator, assessment coordinator, and technology coordinator plan in collaboration to present a complete instructional focus for staff	The instructional coordinator, assessment coordinator, and technology coordinator sometime plan and present professional development for staff that includes content, instruction, assessment, and supporting uses of technology	The instructional coordinator, assessment coordinator, and technology coordinator use their funds to conduct their professional development, rarely showing any connections among the areas of content, instruction, assessment, and supporting uses of technology	

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.9 Leaders effectively evaluate teacher use of technology and its application in varied instructional strategies. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1a, 3.1d, 3.1e, 3.1f, 4.1b, 6.1f, 6.2d, 6.2f, 9.3b, and 9.3c of the Standards and Indicators for School Improvement*	3.9.1 Leaders evaluate teacher lesson plans and student work for evidence of technology use and student learning with content connections	Leaders evaluate teacher lesson plans for student use of technology for instructional activities	Leaders evaluate teacher lesson plans for evidence of teacher use of technology in instructional activities	Leaders do minimum review of lesson plans but do not address the use of technology	
	3.9.2 Leaders promote effective teachers as mentors in the review of student work to promote project-based learning	Leaders mentor teachers in the review of student work to promote project-based learning	Some mentoring by leaders in the review of student work is apparent	Little or no mentoring by leaders in the review of student work is apparent	
	3.9.3 Leaders recognize teachers whose student work displays the use of technology	Leaders use student work to evaluate the effective use of technology by the teacher	Leaders observe some student work displayed involving the use of technology	Leaders observe little or no student work displayed involving the use of technology	
	3.9.4 Leaders encourage a consistent pattern of teacher and student uses of Internet resources, activities doing data analysis, and the use of several different software resources to meet student learning needs	Leaders encourage teacher use of Internet resources, data analysis and other software resources on a regular basis	Leaders encourage teacher use of Internet resources, data analysis and other software resources occasionally	Leaders encourage teacher use of Internet resources, data analysis and other software resources on a yearly basis	
3.10 Leaders ensure access to assistive technology as needed for all diverse learners and staff members with special needs. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1c, 3.1d, 3.1e, 3.1f, 4.1f, 5.1b, 6.2d, 8.1a, 8.2a, 8.2b, 8.2d, and 9.3b of the Standards and Indicators for School Improvement*	3.10.1 Leaders have established a policy by which instructional staff can request and obtain necessary assistive/adaptive technology	Leaders ensure that all staff are knowledgeable about assistive/adaptive technology resources for student and staff use	Special education teachers are knowledgeable about resources for assistive/adaptive technology	Leaders and staff are not aware of assistive/adaptive technology resources	
	3.10.2 Budgets reflect school is maximizing all sources of funding (EdTech, special education, general fund, grants) to support assistive/adaptive technology	Budgets reflect appropriate and regular expenditures of EdTech funds for assistive/adaptive technology	Budgets reflect minimal expenditures of EdTech funds for assistive/adaptive technology. Some expenditures are from Special Education funding sources	Budget reflects expenditures from special education MUNIS report for assistive/adaptive technology	

Indicator	Domain 3: Leadership 4	3	2	1	Comments
3.11 Leaders support the mission, goals and implementation of the Student Technology Leadership Program while ensuring equity for ALL students. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1h, 4.1f, 5.1a, 5.1, 8.1a, 8.1b and 9.3a of the Standards and Indicators for School Improvement*	3.11.1 Leaders provide support and sponsorship for STLP at local, regional, state and national levels	Leaders support STLP, and the program is registered with the state	Leaders are aware of STLP activities	Little or no evidence of student involvement in technology activities	
	3.11.2 Leaders ensure all students are provided the opportunity to be involved in an STLP activity at some level (mouse patrol, flexible scheduling, student recognition, recruiting, etc.) and provide transportation and funding for regional and state STLP activities	Leaders ensure STLP activities are scheduled when all students can participate	Leaders support STLP activities as scheduled by the STLP Coordinator	Leaders are not involved in scheduling STLP activities or are unaware of STLP activities	
	3.11.3 Leaders schedule multiple community activities involving students as speakers or presenters involving the use of technology	Leaders schedule occasional community activities involving students as speakers or presenters involving the use of technology	Leaders seldom schedule community activities involving students as speakers or presenters involving the use of technology	Leaders do not schedule community activities involving students as speakers or presenters involving the use of technology	

Domain 4: Professional Development and Professional Competency

Professional Development and Professional Competency addresses the needs and ability of the teaching staff to use technology in instruction. It is based on need assessment from teaching staff and is tied to the Consolidated Plan, both school and district. Progress is monitored and measured to ensure professional growth that leads to changes in instructional design and connects teaching activities to core content and Program of Studies. Teachers' progress in reaching Standard 10 in Experienced Teacher Standards for Preparation and Certification is reviewed along with the different delivery methods of professional development that models best practice.

This domain supports Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9 of the Standards and Indicators for School Improvement.

Sources of Evidence

Profiler results

Classroom observations

Professional Growth Plan

Student work

Teacher reflections (e.g. surveys, journal entries, teacher portfolio, etc.)

Professional development offerings, agendas and evaluations

Documentation of release time and stipends

Access to technology and training (when and where needed, online, anytime, anywhere needed)

Consolidated plan

Teacher/student products of learning

TRT work schedule

Dial in access logs

Signed acceptable use policy statement of understanding

School Report Card

Student work

Interviews and focus group

Changes in profiler results

Guiding Questions:

Describe the professional development you have been provided by the district to address the Teacher Technology Standard. How is the professional growth plan used to determine professional development offerings? How has technology made a difference in your teaching and classroom management? Is professional development designed specifically for individual needs or for the staff as a whole? How do you determine the professional development needs of teachers? What percentage of your teachers use technology for collaboration? What percentage of your teachers use technology for communication? What percentage of your teachers use technology for research? What percentage of your teachers use technology for integration? What percentage of your students use technology to complete classwork and assignments? What percentage of principals use technology as a tool for their job? How does the principal evaluate teachers' use of technology in teaching?

Indicator	Domain 4: Professional Development and Professional Competency 4	3	2	1	Comments
4.1 Professional development is based on the consolidated plan and needs of the instructional/ leadership staff. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1d, 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.2b, 6.2f, 7.1j, 9.4a and 9.4b of the Standards and Indicators for School Improvement*	4.1.1 Assessment data is used to create collaboration and mentoring opportunities to increase staff technology skills	On-going needs assessment of staff member's technology needs focused on the individual	Some evidence of needs assessment for staff members	Little or no evidence of needs assessment of staff for professional development purposes	
	4.1.2 On-going analysis of needs assessment data is used to plan and implement future professional growth opportunities with planned, purposeful follow-up	Thorough analysis of needs assessment data is used to plan and implement professional growth opportunities	Consolidated plan addresses professional development but does not fully address individual needs of staff	Consolidated Plan does not address the professional development needs of staff	
	4.1.3 Planned professional development is introduced in multiple ways to ensure learning for all teachers and is continually revisited	Planned professional development is focused on individual staff technology needs while meeting school goals	Professional development is focused on the needs of the entire faculty rather than on individual learning needs	Professional development lacks focus on teacher learning needs or content-assessment needs.	
4.2 Professional Development is measured to reflect progress and guide future offerings. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1c, 4.1b, 4.1e, 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.2d of the Standards and Indicators for School Improvement*	4.2.1 Leadership monitors and ensures successful implementation of learning from professional development experiences to impact student learning with planned, purposeful follow up	Professional development activities offer multiple opportunities to learn with follow up in both classroom and personal mentoring/coaching (virtual or face-to-face)	Professional development is planned as one time events with follow up being addressed throughout the consolidated plan	Professional development is planned as one time events with little or no follow up	
4.3 Professional Development is on-going and job embedded. ***Overall Rating*** ***4 3 2 1*** *Supports 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.2b, and 7.1f of the Standards and Indicators for School Improvement*	4.3.1 Professional development is offered in multiple modes (online, conferences [regional state, national], school-based, state and national teacher experts, national speakers)	Professional development is being modeled and is offered online, school-based, and via state/ regional conferences	Professional development is offered school-based or via state conference with limited uses of technology	Professional development is offered at the school or district levels using the "sit and get" method of delivery with little or no technology integration.	

Indicator	Domain 4 Professional Development and Professional Competency 4	3	2	1	Comments
4.4 Administrators and instructional staff seek professional development beyond the basic requirements. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1e, 6.1a, and 6.1e of the Standards and Indicators for School Improvement*	4.4.1 Leadership rewards and/or recognizes teachers who pursue additional professional development in technology skill level and integration above the minimum required	Administrators and teachers seek opportunities to further their technology skill level and integration	Some evidence of teachers or administrators seeking opportunities to further their technology skill level and integration	Little or no evidence of teachers or administrators seeking opportunities to further their technology skill level and integration	
4.5 ALL Teachers and administrators participate in a variety of technology professional development that reflects a direct connection to Kentucky's Standards-based curriculum documents. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1a, 3.1d, 6.1e, 6.2b, 7.1e and 7.1k of the Standards and Indicators for School Improvement*	4.5.1 Leadership ensures that staff members have access to and are trained in ways to use Kentucky's curriculum documents, other curriculum-related materials and data resources	Professional development offerings relating to core content include technology as a learning tool or resource where and when appropriate (e.g.. teaching mathematics using spreadsheets)	Professional development offerings relating to technology skills use content examples when teaching the tool (e.g.. teaching a spreadsheet using math examples)	Professional development offerings provide technology training separate from the content areas	

Indicator	Domain 4 Professional Development and Professional Competency 4	3	2	1	Comments
4.6 District and schools provide multiple and innovative models of delivery for professional development related to content-embedded activities. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1d, 4.1f, 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.2b, 7.1j, 8.1a, and 8.1c of the Standards and Indicators for School Improvement*	4.6.1 Teachers help design and deliver professional development opportunities (online, KTLN, self-paced CD-ROM, video, job-embedded and face-to-face)	Multiple online or distance learning professional development opportunities are provided (KVHS, KTLN, KCVU), in addition to self paced CD-ROM, video, job-embedded and face-to-face	Professional development is offered through self paced CD-ROM, or video delivery in addition to face-to-face offerings	Professional development is offered through face-to-face delivery either in large group with one computer or lab environment	
	4.6.2 Teacher and technology resource teacher work together teaching concepts and using technology tools to complete tasks and assignments	Technology resource teacher provides professional development in the classroom to teachers	Teacher receives leave to work with another teacher in learning and using technology tools	Teacher uses personal time to learn new ways of using technology	
	4.6.3 District and school leaders establish a technology academy where teachers receive professional development or stipends to learn a variety of technology tool uses within instruction	Professional development offerings are provided at multiple times with multiple opportunities (Mondays this month, Tuesdays next month, etc.)	Professional development is provided bi-monthly covering different content, user levels and technology tools, completing instructional activities that work with students	Little or no professional development offered unless mandated by district/state.	

Indicator	Domain 4 Professional Development and Professional Competency 4	3	2	1	Comments
4.7 Tools and resources are provided in a timely manner to support the immediate implementation in the classroom. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1e and 3.1f of the Standards and Indicators for School Improvement*	4.7.1 Professional development is designed using equipment and software that is readily available but time is taken to share the new version or a new tool - keeping folks abreast of newer technologies and their uses	Professional development is designed using equipment and software that is readily available in the classroom	Professional development is provided on new equipment or software and installation is done within one week of training	Professional development is provided but equipment or software is not available in the instructional setting and no plans are approved to buy it	
	4.7.2 There is constant dialogue among participants and trainer(s) about the uses of the new hardware/software. Follow-up is done either in small groups, virtually, or large group. Participants are asked to teach others about the new resource	New hardware/software is provided during professional development with intentional follow up planned and implemented	New hardware/software is provided during professional development	New hardware and software is provided	
	4.7.3 Technical toolkit is made available to all new teachers about the work environment with suggested troubleshooting strategies, technical support web sites, and phone numbers	Technical support is provided online or via voice within 24 hours	Technical support is provided online or via voice within one week	Technical support is provided as requests are taken and completed - no projected time for completion given	
4.8 Ethical issues are addressed in Professional Development. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1a and 4.1c of the Standards and Indicators for School Improvement*	4.8.1 AUP is reviewed and updated annually. Documentation reflects all staff abides by its policies and guidelines	Administration and staff are aware of AUP, signed documentation in place and records reflect successful implementation and enforcement	Administration and staff are aware of AUP but do not follow it consistently	Administration and/or staff is unaware of AUP	

Indicator	Domain 4 Professional Development and Professional Competency 4	3	2	1	Comments
4.9 Professional development leads to the integration of technology in instructional practice. ***Overall Rating*** ***4 3 2 1*** *Supports 2.1e, 3.1d, 3.1e, 3.1f, 3.1h, 4.1j, 8.1c and 8.1e of the Standards and Indicators for School Improvement*	4.9.1 Students are actively engaged in project based learning activities that are posted as web resources and presented to community groups	Students are actively engaged in project based learning activities that include technology tools and resources	Students occasionally are engaged in project based learning activities that include technology tools and resources	Students rarely are engaged in project based learning activities that include technology tools and resources	
	4.9.2 Teachers develop lessons and assignments which require *student* use of various technology tools to complete tasks and present learning	Teachers develop lessons and assignments which require *student* use of various technology tools	Teachers develop lessons and assignments that require *teacher* use of various technology tools	Teachers develop lessons and assignments that rarely require *students* to use technology tools	
	4.9.3 Students select appropriate technology tools to complete tasks and assignments and can check out equipment as needed	Students select appropriate technology tools to complete tasks and assignments	Students use appropriate technology tools to complete tasks and assignments with teacher guidance	Students do not use of technology tools to complete tasks and assignments	
	4.9.4 Teachers use web pages and other electronic tools to communicate regularly with students and parents about course work, student progress, and school activities	Teachers use email and web mail to communicate regularly with students and parents about course work, student progress, and school activities	Teachers include email address when corresponding with parents and respond to email from students and/or parents within two days of delivery	Teachers do not accept email from students and do not share school email with parents	
	4.9.5 Each teacher has a list of software resources that are categorized by content with short annotations of content covered and needed technical equipment. Titles are rated as quality pieces and include activities that address different learning styles	There is a list of software resources that are categorized by content. The software titles are all rated as quality pieces and include activities that address different learning styles	Each content areas has a list of software resources that are all rated as quality pieces and include activities that address different learning styles	An annotated software inventory is unavailable to teachers.	
	4.9.6 Quality electronic student work is presented, published, displayed and evaluated using a scoring guide or rubric	Quality electronic student work is presented, published and evaluated using a scoring guide or rubric	Electronic student work is presented in some classrooms	Little or no electronic student work is presented	Effective PD should be reflected in the quality of student work
	4.9.7 Teacher and students work collaboratively in completing learning tasks, using small group activities, sharing electronic resources, and group decision-making in projects, creating rubrics, and evaluating work	Classroom organization has been transformed to small group activities, sharing electronic resources, and group decision-making learning activities	Classroom organization supports some small group activities, group decision-making about learning activities and some use of electronic resources are evidenced	Classroom organization supports little or no use of small groups, group decision-making about learning activities	

Domain 5: School, Families, Higher Education & Community Partnership Programs

Schools and districts actively work to cooperate with parents, higher education, community and business. This includes providing access to facilities and support for successful partnerships.

This domain supports Standards 1, 3, 4, 5, and 9 of the Standards and Indicators for School Improvement.

Sources of Evidence

Evening hours schedule
SBDM council meeting minutes
Community education programs
PTO/PTA member interviews
Interviews with Higher education members
Voice mail w/phone systems
District, school and classroom websites
Community bulletin board
School report card
Dial in access
Business partnerships meetings minutes
Documentation of technology committee membership & minutes of meetings
Visitor sign in sheets
Documentation of university personnel partnering with school personnel
Evidence of building/technology use for university classes

Guiding Questions:

Describe the partnership you have with parents. Describe the partnership you have with community members. Describe the partnership you have with business leaders. Describe the partnership you have with higher education? How is technology being used to address improved communication with parents, community and higher education partners? Describe the communication methods you use with parents. How has technology allowed your students to give something back to the community? Describe the access the community is given to school technology resources and equipment. Explain how the school web page would convince someone to move to your district. Describe the level of access to technology teachers have away from school. Describe the level of access to technology students have away from school. Describe the level of access to technology parents have away from school. How are your students involved with local organizations or non-profit groups to provide a technology service while still learning? How are your students involved with local businesses in providing a technology service to them while still learning?

Indicator	Domain 5 School, Families, Higher Education & Community Partnership Programs 4	3	2	1	Comments
5.1 School provides access to facilities and technology equipment with training for students, parents and community members. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1i, 4.1j, 5.1a and 5.1b of the Standards and Indicators for School Improvement*	5.1.1 Access to facilities is planned for after hours, weekends or non-instructional time	Frequent access to facilities is provided after hours, weekends or non-instructional time on request	Limited access to facilities is provided upon request	No access to facilities is provided	
	5.1.2 Designated personnel is compensated to coordinate technology access and training for parents, higher education and community after hours, weekends and/or during breaks	Planned training for community, higher ed and families is provided on a regular basis	Access and training for community, higher ed and families is provided upon request	Little or no training for parents and community members is provided	
5.2 School exchanges information with parents and community using technology resources. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1h, 4.1a, 4.1g, 4.1i, 4.1j, 4.1k, and 5.1a of the Standards and Indicators for School Improvement*	5.2.1 Homework hotline is in place and used extensively by students and parents. There are resources made available for students to use when additional help is needed (web email directed to homework helpers)	All teachers use Homework hotline, phone system or web pages to communicate homework assignments to students and parents	Some teachers use Homework hotline, phone system or web pages to communicate homework assignments to students and parents	Little or no electronic communication system in place to reach parents	
	5.2.2 Web pages and electronic tools are used to communicate with parents	Email is used to communicate with parents	Some teachers use email to communicate with parents	Parents are not given email address to communicate with teachers	
	5.2.3 Parents, community members and school personnel (staff and students) work together to create web pages for the district and schools that communicate effectively with community and other districts. They strive to updates and effective exchange of information.	Web sites for the district and school exchange information with community members, students, and parents. The web sites are up to date and provide useful information	A district web site provides information about district and schools to community, parents, and students, but little exchange of information occurs	There is no web site for the district or school to communicate with community members, students, and parents; or the web site is not kept up to date	
	5.2.4 Teachers use classrooms phones to post homework assignments which students and parents can access from home. In addition, teachers use phones to communicate with parents and address safety issues directly from the classroom	Teachers use classroom phones to communicate with parents and address safety issues directly from the classroom	Teachers use classroom phones to communicate with other teachers in the school but seldom with parents directly from the classroom	Classroom telephones do not allow an outside line for teachers to talk voice-to-voice with parents directly from the classroom.	

Indicator	Domain 5 School, Families, Higher Education & Community Partnership Programs 4	3	2	1	Comments
5.3 Access from home is provided for administrative and teaching staff. ***Overall Rating*** ***4 3 2 1*** *Supports 8.2a of the Standards and Indicators for School Improvement*	5.3.1 All administrators and teachers have remote (dial-in and web) access to technology from home	Majority of administrators and teachers have remote (dial-in and web) access to technology from home	Few administrators and teachers have remote (dial-in and web) access to technology from home	No administrators or teachers have remote (dial-in and web) access to technology from home	
5.4 District and schools work with community organizations or non-profit groups to maximize communications and technology use. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1i, 4.1j, and 5.1a of the Standards and Indicators for School Improvement*	5.4.1 Innovative school partnerships working with community organizations or non-profit groups (creating a web presence for a community organization such as Kiwanis, Lions Club, public library, etc. QuickCam conferencing, Internet conferencing, KTLN)	Multiple school partnerships working with community groups	Few school partnerships working with community groups	No working partnerships with community groups	
5.5 District and schools work with business groups and higher education to maximize communications and technology use. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1i and 5.1a of the Standards and Indicators for School Improvement*	5.5.1 Innovative school partnerships working with business groups and higher education (electronic mentoring provided from practicing professional, QuickCam conferencing, Internet conferencing, KTLN)	Multiple school partnerships working with business groups and higher education	Few school partnerships working with business groups and higher education	No working partnerships with business groups and higher education	

Indicator	Domain 5 School, Families, Higher Education & Community Partnership Programs 4	3	2	1	Comments
5.6 District and schools maintain active partnerships with universities and colleges in teacher preparation programs emphasizing the effective use of technology in teaching and learning. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1e, 5.1a, and 9.3a of the Standards and Indicators for School Improvement*	5.6.1 Practicum students are invited to observe and participate in instructional activities where technology tools are appropriately used to support student learning	Practicum students are invited to observe appropriate use of technology in real classrooms	Upon request, practicum students may observe classrooms where technology is being used	Practicum students do not observe classroom instruction where technology tools are being used or there are no practicum students	
	5.6.2 Higher education representative serves on district and school technology committees	Higher education representative serves on district technology committee	Higher education representative attends a yearly meeting with technology committee	There is no higher education representative on district or school technology committees	
	5.6.3 Supervising teacher instructs the student teachers in the uses of technology tools and ensures numerous opportunities for the student teacher to regularly use a variety of technology tools with students in instructional activities	Student teachers are provided opportunities to regularly use a variety of technology tools with students in instructional activities or geographic location prevents the use of student teachers in school or district	Student teachers sometime use labs and the media center in instructional activities	Student teachers have little or no access to technology tools when working with students or there are no student teachers in the school/district	
	5.6.4 K-12 and higher education representative meet regularly to discuss the demands and expectations of teachers in Kentucky public education	K-12 representative serves on higher education technology committee	Higher education supervising teacher for pre-service teachers visits schools occasionally to observe classrooms	The district and schools do not request student teachers nor partner with higher education in any area	
	5.6.5 Through regular communications and conferencing, higher education uses technology facilities to prepare teachers for tomorrow's classrooms	Higher education is provided access to technology facilities for instructional activities on a regular basis	Higher education is provided access to technology facilities for instructional activities when requested	Higher education never visits nor uses any technology facilities in preparing teachers for tomorrow's classrooms	

Domain 6: Technical Capacity and Technical Assistance

Technical Capacity and Assistance addresses the district’s or school's level of implementation according to Phase I KETS Master Plan. Domain 6 addresses the infrastructure, funding, support and adherence to state and federal regulations.

This domain supports Standards 3, 4, 5, 7, and 8 of the Standards and Indicators for School Improvement.

Sources of Evidence

- School Report Card
- Standards followed (KETS purchasing contracts)
- Email standards – compliance with SB230
- Proxy implementation/Proxy logs
- STI data
- Library automation
- Cafeteria automation
- Virus protection measures
- Acceptable use policy and procedures
- KDE Net data
- Network management software
- Online technical assistance data
- Survey from users
- Repair procedures – who, when, how, online forms
- Diagram of school indicating distribution of technology
- Documentation of KRE email, visits, voice to voice, regional meetings
- KETS HelpDesk logs
- Documentation of a disaster recovery plan (backups)
- Refresh rate of equipment

Guiding Questions:

Describe the technology you have available to you in the classroom, school and library media center.

Describe the level of support you are given for technology issues. What is your student workstation ratio? What is your classroom workstation ratio? What is the instructional fileserver ratio? Describe how students use email. Explain how your school or district has addressed voice, video and data in every classroom? Describe the use of webmail in your district. Describe the use of dial in access in your district. Explain how you address virus protection. How are technical repairs addressed? How do you stay abreast of emerging technology and plan for refreshing equipment? How do you ensure upgrades and maintenance in your networking capacity?

Indicator	Domain 6: Technical Capacity and Assistance 4	3	2	1	Comments
6.1 Implementation of Phase I KETS Master Plan has been achieved. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1f, 5.1c, 5.1e, 8.1a, 8.1b, and 8.2a of the Standards and Indicators for School Improvement*	6.1.1 Student workstation ratio exceeds 6:1	Student workstation ratio 6:1 consistent and functional	Student workstation ratio 6:1 not equitably deployed	Student workstation ratio not met	
	6.1.2 Classroom workstations exceeds 1:1 (staff stations in the classroom & students are allowed access)	Classroom staff workstation 1:1 consistent connection and functional	Classroom staff workstation 1:1 not equitably deployed	Classroom staff workstations in some classrooms but not all	
	6.1.3 Classroom printers ratio exceeds 1:1	Classroom printers ratio 1:1 functional	Classroom printers ratio 1:1 not equitably deployed	Classroom printers ratio 1:1 not equitably deployed or less than 1:1 ratio	
	6.1.4 Instructional fileserver exceeds 1 per school	Instructional fileserver 1 per school functional	Instructional fileserver 1 per school	No Instructional fileserver in place	
	6.1.5 Administrative fileserver exceeds 1 per school	Administrative fileserver 1 per school functional	Administrative fileserver 1 per school	No Administrative fileserver	
	6.1.6 Proxy authentication and filtering are used to support instruction	Proxy authentication is in place and functional	Proxy authentication is in place with generic passwords	No Proxy authentication being utilized	
	6.1.7 Student email is available for ALL students	KETS standard email package is consistent and functional	Email package in place but not the current standard	Email access is inconsistent	
	6.1.8 Outside line available and handset is in place and functional, use of voice mail to manage communications	Phones in all classrooms, handsets in place	Phone line drops in all classrooms, but no use of voice mail or features to manage communications	Phone line drops in all classrooms, but no handset for use	
	6.1.9 Exceeds 6 data drops in classroom, 1 functional video drop with television in classroom.	6 data drops, 1 voice, 1 video in each classroom consistent and functional	Less than 6 data drops, 1 voice, 1 video in each classroom	Missing either video, voice or data in a classroom	
	6.1.10 Dial-in access for administrators/students/teachers is consistently available. The instructional use is documented and monitored and professional development is provided on an on-going basis.	Dial-in access for administrators/students/teachers is consistently available and functional. Professional development has been provided.	Dial-in access for teachers/administrators is provided without professional development	Dial-in is not accessible	
	6.1.11 Webmail availability consistent and functional for administrators, teachers and students	Webmail availability consistent and functional for administrators, and teachers	Webmail availability for administrators	No Webmail	

Indicator	Domain 6: Technical Capacity and Assistance 4	3	2	1	Comments
6.2 District and schools maintain the integrity and security of the network and data. ***Overall Rating*** ***4 3 2 1*** *Supports 4.1a and 4.1c of the Standards and Indicators for School Improvement*	6.2.1 Virus protection on all machines and servers; virus updates are maintained. A centralized management system provides virus alerts and updates automatically.	Virus protection on all machines and servers; virus updates are maintained	Virus protection is not deployed on all machines and updates are not maintained	No virus protection software in place	
	6.2.2 An AUP, which is tied to discipline codes, is reviewed and updated on a yearly basis by all stakeholders.	Staff and Students are aware of the AUP, signed documentation is in place and records reflecting successful implementation and enforcement are maintained.	Staff and Students are aware of AUP	Staff and students are unaware of AUP	
	6.2.3 Proxy authentication is used and SBDM minutes reflect the implementation of filtering with input from all stakeholders	Proxy authentication is used and SBDM minutes reflect the implementation of filtering.	Proxy authentication is used with generic passwords	No proxy authentication is used	

Indicator	Domain 6: Technical Capacity and Assistance 4	3	2	1	Comments
6.3 Districts and schools provide sufficient technical and motivational support for users to achieve effective and sustained use of technology. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1f, 5.1c, 5.1d, 7.1h, 7.1i, 8.1a, and 8.1c of the Standards and Indicators for School Improvement*	6.3.1 DTC/CIO is full time with no other job responsibilities and is actively involved in curriculum/instructional issues	DTC/CIO is full time with no other job responsibilities	DTC/CIO is managing technology systems and performing other job duties	DTC/CIO position is part-time	
	6.3.2 Technicians in place to assist with technical issues based on # of machines in the district	Sufficient technicians in place to assist with technical issues	Some technical support aside from DTC/CIO	DTC/CIO is only technical support available	
	6.3.3 Uses TechNet and other resources for technical support	Uses KETS Help Desk and DTC listserv for technical support and advice	Uses DTC listserv for technical support and advice	Does not utilize support system for technical support and advice	
	6.3.4 STC is compensated or provided release time and is included in decision making process.	STC has release time or compensation for technical support in the school.	STC has technical ability but no time or compensation is provided to devote to duties	STC was assigned STC duties but cannot devote time required	
	6.3.5 Student run help desk	STLP assists with technical support	STLP in place, but does not support technical needs	No STLP in place	
	6.3.6 Repair procedures and processes are in place, followed in a timely manner and are clearly communicated to all faculty and staff within a reasonable time frame. Online repair requests are used	Repair procedures and processes are in place, followed in a timely manner and are clearly communicated to all faculty and staff within a reasonable time frame (5 days)	Repair procedures are in place, but not followed or are not completed within a reasonable time frame (5 days)	No evidence of repair procedures or policies	
	6.3.7 Utilization of volunteers from various stakeholder groups assist with technical support (e.g. business, parents, community) and decision making processes concerning technology.	Continuous utilization of volunteers from various stakeholder groups to assist with technical support (e.g. business, parents, community)	Limited utilization of volunteers from various stakeholder groups to assist with technical support (e.g. business, parents, community)	Does not utilize volunteers from various stakeholder groups to assist with technical support (e.g. business, parents, community)	

Indicator	Domain 6: Technical Capacity and Assistance 4	3	2	1	Comments
6.4 Equipment is distributed to the most accessible sites to maximize the resources for effective instructional use. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1e, 3.1f, 5.1c, 7.1g, 7.1i, and 8.1a of the Standards and Indicators for School Improvement*	6.4.1 Alternative portable devices are available to free up multimedia machines for learning	Maximizes older equipment to free up multimedia machines for learning	Partial or limited access to multimedia machines	No stations available for students to develop or create multimedia projects	
	6.4.2 Decisions for equipment deployment is focused on classroom use for maximum student access	Mini labs are available in the library media center in addition to computer access in the classroom	Labs and mini labs are the only access provided for students	Deployment of equipment is not equitable	
	6.4.3 Multiple models of deployment are used - one computer classroom, 5 computer classroom and lab classroom. Projectability is utilized in each setting	Technology deployment is provided through classroom access, mini labs in the media center and full lab environment	Technology deployment is provided through limited classroom access and full lab environment	Little or no evidence of students having access to multimedia equipment in the classroom or technology deployment is in a lab environment	
6.5 Districts and schools ensure the Student Technology Leadership Program meets the STLP goal of technical learning and technical support of the school. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1c, 4.1b, 4.1j, 7.1g, and 8.1b of the Standards and Indicators for School Improvement*	6.5.1 STLP is honored and recognized by community, school, region and state	Inclusive membership policy for STLP	STLP membership is focused on the high achieving students; little or no diversity is evidenced	Little or no evidence of STLP	
	6.5.2 STLP provides the student run help desk serving the entire district/community	Students support technical needs within their school or district through membership in STLP	STLP students provide limited technical support within the school or district	STLP students are not involved in the technical support of the school.	
	6.5.3 Plan is in place and followed for building a feeder program from elementary through high school with mentoring among school groups within input from stakeholders	Sequential plan in place for maintaining expertise within STLP groups and plan is communicated to all stakeholders	Limited or inconsistent plan for maintaining expertise within STLP groups	Little or no evidence of a plan for maintaining expertise within STLP groups	

Indicator	Domain 6: Technical Capacity and Assistance 4	3	2	1	Comments
6.6 Districts and schools use the KETS support system. ***Overall Rating*** ***4 3 2 1***	6.6.1 Makes suggestions for improvements in the KETS Support System	Maximum utilization of the KETS Support system	Partial or limited use of the KETS Support System	Little or no evidence of utilization of the KETS Support System	
6.7 Districts and schools continuously upgrade and maintain hardware, software and networking capacity. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1f, 7.1g, 8.2a, and 8.2b of the Standards and Indicators for School Improvement*	6.7.1 Seeks to increase networking capacity and bandwidth. Plans for network equipment upgrades and maintenance	Network equipment is upgraded and maintained in a timely manner. Monitoring of the KDE based bandwidth site is evident	Network equipment is upgraded and maintained after repeated requests from KETS Support	Little or no initiative to upgrade and maintain network capacity	
	6.7.2 Disaster recovery plan is in place with daily backups and offsite storage of backup data	Disaster recovery plan is communicated clearly and followed on a daily basis	Disaster Recovery Plan is in place but backups are not performed according to the schedule	Little or no evidence of a disaster recovery plan in place	
	6.7.3 Long term plan, with stakeholder input, is in place to refresh older equipment	Long term plan, with educators' input, is in place to refresh older equipment with educators' input	Short term plan, with educator's input, is in place to refresh older equipment	Little or no evidence of a plan to refresh older equipment is in place	
	6.7.4 Seeks to improve upgrades and maintenance to improve networking capacity	KDE advisories are followed for upgrades and maintenance in a timely manner	Aware of KDE advisories for upgrades and maintenance but does not comply in a timely fashion	Unaware of KDE advisories for upgrades and maintenance	

Domain 7: Evaluation of Programs

Evaluation of Programs examines the planning and implementation of technology resources in support of learning. Evaluation is included in all phases of every aspect of technology implementation such as professional development, impact to teaching and learning activities, connections to community and businesses, and a process to make technology resources available to parent and community during non-school time. Teachers and leaders should also look at changing deployment of computers in support of learning needs (one computer classrooms, five computer classrooms, mini-labs, media center, and full lab).

This domain supports Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9 of the Standards and Indicators for School Improvement.

Sources of Evidence

School report card	CTBS results	Classroom observations
Consolidated plan implementation & impact checklists	Surveys, questionnaires, interviews, focus groups	Interviews
Profiler results	Evaluation documents	TLCF reports
Student work	Committee meeting minutes	Proxy logs for Internet use
CEO Forum StarChart results	Data analysis and summaries	

Guiding Questions:

Does professional development impact student learning or does professional development impact teachers' learning only? How are students given opportunities for real-world application of their technical abilities? What data is used to determine workstation deployment? Who makes the decision? How are expectations communicated to students, parents, staff and community? How do students use technology to prepare and present culminating projects? How do students use technology to prepare performance events? How do students use technology to prepare for tests? How do students use technology to develop their portfolios? Explain how students use technology within a specific content area. Show us examples of computer-generated student work. How is student use of technology addressed within content areas of the consolidated plan?

Indicator	Domain 7: Evaluation of Programs 4	3	2	1	Comments
7.1 The evaluation process, which includes a variety of formative and summative methods, is an integral part of the technology plan. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1f, 3.1b, 4.1d, 6.1a, 6.1c, 6.1f, 6.2b, 6.2e, 7.1g, 7.1h, 7.1k, 8.1a, 8.1e, 8.1f, 8.2c, 8.2d, 9.2a, 9.2b, 9.4a, 9.4b, and 9.6d of the Standards and Indicators for School Improvement*	7.1.1 Evaluates ongoing use of technology for teachers and students on a regular basis	Evaluates ongoing use of technology on a monthly basis	Evaluates use of technology twice a year	Evaluates use of technology once a year	
	7.1.2 Regular revision of activities in the Consolidated Plan/ Strategic Plan reflect identified needs to ensure that technology is making an impact on the way teachers teach and improve student achievement	Regular revision of activities in the Consolidated Plan/Strategic Plan reflect identified needs to ensure that technology is making an impact on student achievement	Yearly revision of activities in the Consolidated Plan/Strategic Plan reflect identified needs to ensure that technology is making an impact on *student achievement*	Yearly revision of activities in the Consolidated Plan/Strategic Plan reflect identified needs to ensure that technology is making an impact on *teacher's* teaching (see impact and implementation checklist)	
	7.1.3 Seeks a variety of sources even outside the state to determine the needs and monitor progress	Uses a variety of sources to determine the needs and to continually evaluate and monitor progress toward meeting their goals	Uses limited sources to determine the needs and monitor progress toward meeting the goals	Little or no sources are used to determine the needs and monitor progress toward meeting the goals	
7.2 Expectations and performance criteria are clearly communicated among staff, community and students. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1b, 2.1f, 4.1i, 4.1j, 6.2d, 9.1a, 9.3c, 9.4a, and 9.4b of the Standards and Indicators for School Improvement*	7.2.1 Performance criteria and expectations are published online and revised on a regular basis	Performance criteria and expectations are published and communicated to all stakeholders	Performance criteria and expectations are in place but not communicated	Performance criteria and expectations are not in place	
7.3 Evaluation is built in to all aspects of technology implementation (e.g.. planning, professional development, infrastructure, funding, community relations, instructional support, policy). ***Overall Rating*** ***4 3 2 1*** *Supports 1.1f of the Standards and Indicators for School Improvement*	7.3.1 A variety of sources are used to assist in the evaluation of all aspects of technology paying particular attention to the input of stakeholders (decisions are driven by community needs and demands)	A variety of sources are used to assist in the evaluation of all aspects of technology	Some aspects of technology are evaluated with sources to assist	Little evidence reflects few aspects of technology are evaluated	

Indicator	Domain 7: Evaluation of Programs 4	3	2	1	Comments
7.4 Evaluation examines linkages among professional development, staff proficiency, classroom activities, student work and outcomes. ***Overall Rating*** ***4 3 2 1*** *Supports 1.1b, 2.1d, 2.1h, 3.1a, 3.1g, 4.1d, 6.1a, 6.1c, 6.1f, 6.2a, 7.1b, 7.1g, 7.1j, 9.3a, 9.3c, 9.4a, 9.4b, 9.5a, 9.5b, and 9.5d of the Standards and Indicators for School Improvement*	7.4.1 Staff data analysis and research findings are used to determine relationships among professional development, instructional practices, staff proficiency and student outcomes (data driven decisions). Decisions for change are based on the data and review of student work.	Staff data analysis is used to determine relationships among professional development, instructional practices, staff proficiency and student outcomes (data driven decisions). Decisions for change are based on the data.	Staff data is disaggregated and analyzed but is not used to determine program changes and vision	Little or no disaggregation of staff data is performed	
7.5 Evaluations measure the impact technology use has on disengaged or at-risk learners. ***Overall Rating*** ***4 3 2 1*** *Supports 3.1c, 5.1c, 5.1e, 7.1b, 7.1d, 9.2a, and 9.3b of the Standards and Indicators for School Improvement*	7.5.1 Data is analyzed and used to make programming decisions for at-risk students use of technology and ensure access is provided when and where it is needed	Data is analyzed and used to determine at-risk student's need for use of technology. Technology is provided when and where it is needed	At-risk students are identified as such and technology is being used as an intervention	At-risk students are identified but technology is not consistently used as an intervention	
7.6 Schools are measuring the effective use of workstation deployment (e.g.. 1 computer classroom, 5 computer classroom, labs, mini-labs, library media centers). ***Overall Rating*** ***4 3 2 1*** *Supports 3.1f, 6.2b, 7.1g, 7.1i, 7.1j, 8.1a, 8.1b, 8.1c, 8.2a, 8.2b, 8.2c, 9.2b, 9.3a, and 9.5c of the Standards and Indicators for School Improvement*	7.6.1 SBDM council minutes and committee reports reflect the deployment of school technology resources based on analysis of school data and best practice research.	SBDM council minutes and committee reports reflect the deployment of school technology resources based on analysis of school data.	Technology resources are located within classrooms that will actually use the technology	Deployment decisions of technology resources are made at the district level.	

Glossary of Terms

AUP – Acceptable Use Policy

CATS – Commonwealth Accountability Testing System

CIO – Chief Information Officer

CNA – Certified Network Administrator

CNE – Certified Network Engineer

DTC – District Technology Coordinator

EdTech Funds – Combination of KETS offer with local match

ITL – Instructional Technology Leader

KCCT – Kentucky Core Content Test

KYVL – Kentucky Virtual Library

KCVU – Kentucky Commonwealth Virtual University

KETS – Kentucky Education Technology System

KVHS – Kentucky Virtual High School

KTLN – Kentucky Telelinking Network

LMS – Library Media Specialist

LAN – Local Area Network

MOUS – Microsoft Office User Specialist

MSCE – Microsoft Certified Engineer

SBDM – Site based decision making council

STC – School Technology Coordinator

STI – Software Technologies Incorporated

STLP - Student Technology Leadership Program

TLCF – Technology Literacy Challenge Fund

TRT – Technology Resource Teacher

WAN – Wide Area Network